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ABSTRACT

This publication presents a curriculum designed to develop the communication skills of preschool children by introducing parents to a number of learning activities which might evolve from excursions in their neighborhoods and communities. The activities suggested are not closely, complicated, or overly time-consuming. In each section, background information about the topic is provided, a directed activity is explained, and activities to be done at home are suggested as follow-up. The initial chapters basically concern the parent as a teacher, the child as a learner, and the neighborhood and community as places to learn. Also presented are specific activity trips to the library, supermarket, fire station, police station, gas station, drugstore, hardware store, eating establishments, subway, zoo, and school. (SDH)

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LANGUAGE EXPERIENCES FOR YOUR PRESCHOOLER

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PART 2: ACTIVITIES IN THE NEIGHBORHOOD

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LANGUAGE EXPERIENCES FOR YOUR PRESCHOOLER

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PART 2: ACTIVITIES IN THE NEIGHBORHOOD

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FOREWORD

Language Experiences for Your Preschooler, Part 2, describes a continuing education course which has the potential for providing a direct and vital supportive service to the K-12 instructional program of any school district. In particular, the language arts curriculum of the early grades will benefit from this course, for its intent is to develop the communication skills of preschool children by introducing parents to a number of learning activities which might evolve from excursions in their neighborhoods and communities. These learning activities are not costly, nor complicated, nor overly time-consuming; yet, their value is many-fold. Most obviously, the activities will enhance a child's chances of success in the initial stages of learning to read and write. This fact alone commends the course to any board of education concerned about having to maintain "corrective" programs.

Other benefits of a broader nature will also be apparent. It can be expected that children of parents enrolled in this course will show a more keen awareness of their environment and, because of their greater verbal fluency, will manifest an increased confidence in their abilities to interact and cope with the world around them. There are concomitant benefits for the parents as well. Most significant would be the increased interaction with their children which would encourage both mother and father to observe their children, to acknowledge their varying growth patterns, and to be accepting of them as they are. For this reason, *Language Experiences for Your Preschooler* is a program that should appeal to local parent-teacher associations — perhaps even receive their sponsorship.

George K. Tregaskis, associate, Bureau of Continuing Education Curriculum Development, conceived of the need for such a publication, directed its production, and prepared the final manuscript for printing. The original manuscript was written by Sandra M. Gould, language arts coordinator, Guilderland Central Schools. Joseph A. Mangano, Chief, Bureau of General Continuing Education assisted in the initial planning of the publication and, enthusiastically endorsed its development.

Reviewing the manuscript and providing critical reactions were Ruth Flurry, Chief, Bureau of Child Development and Parent Education and members of her staff; Angela Cruser, director, Adult School and Family Life Education Program, Amherst Central Schools; and Lillian McMillen, instructional specialist, Whitney Avenue Adult Education Center, Niagara Falls; and the staff at the Harambee Prep School, New York City. The photography is the creative work of Patrick J. Manning of the State Education Department.

HERBERT BOTHAMLEY, *Chief*
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MESSAGE TO THE INSTRUCTOR

In their book, *Preventing Reading Failure*, Jeannette Jansky and Katrina de Hirsch noted the need for such programs as this publication is intended to promote: "Preschool programs for disadvantaged children which do not involve mothers are doomed to failure. The problem is not to provide enrichment and opportunities for the children but to restructure mother-child interaction patterns. ...mothering and teaching... go together; the child needs both if he is to perform up to his maximum capacity in an academic setting."

This quote emphasizes that educators should give increased consideration to the prevention, rather than the remediation, of the reading failures which are so prevalant among a large segment of our population. The need, though, extends beyond the disadvantaged. It is true that the incidence of reading failure is greater among urban, lower socio-economic groups, but by no means are suburban, middle and upper socio-economic families exempt from the frustrations of a child experiencing difficulty in learning the communication skills. The activities described in this publication will prove to be profitable for the preschool children of all families. In addition, many of the activities, when used with kindergarten and primary grade children, will reinforce the learning experiences of the classroom.

This publication broadens a second concept of Jansky's. The suggestion that some reading failures might be prevented, or at least their severity limited, by enriched and structured mother-child language experiences, is expanded to include total family participation. For boys particularly there are tremendous motivational advantages in having a father, uncle, or older brother model the desired language behaviors. Ideally, then, both mother and father should be enrolled in this program.

The instructor using this guide will notice that there is inserted throughout the 20 chapters, parent take-home sheets printed in bold face type. The intent is that the instructor remove these from the book and duplicate them in quantities sufficient for distribution. In order that the parents may compile these in order, they have been sub-paginated with the new number encircled. Therefore it is suggested that before xeroxing these handouts, the original page numbers be masked.

Once parents have begun to implement some of the activities suggested in this publication, it is anticipated that they will return to class eager to share their successes. Their enthusiastic accounts of their child's responses and their high motivation to know of new learning experiences in which they might engage their children, can make this one of the most inspiring assignments of any teaching career.

JOSEPH A. MANGANO, *Chief*
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I. THE PARENT AS A TEACHER

BACKGROUND

The influence of parents on the verbal abilities of preschool learners overshadows all the subsequent efforts of formal education. The mother and father are the most important teachers the child will ever have.

The child learns about his world first from his own exploring and second, from his parents. The parents tell him what to call things; show him acceptable behavior, how to keep from being hurt, and how to organize the many things he sees, hears, touches, tastes and smells. The parents do this by their actions, by listening and, more importantly, by talking to and *with* the child. It is more important for parents to provide frequent opportunities for the child to engage in meaningful conversation than it is for parents to know how to teach the child particular skills.

DIRECTED ACTIVITY

PURPOSE: To develop an awareness of the amount of time and the extent of conversation the parent has with the child.

- After a brief discussion of the importance of conversation, ask the students to complete the questionnaire, How Much Do You Talk With Your Child? (p. 9).

- When the students finish, ask them to add up the number of checks in each column. The following is a guide to evaluating the responses:

  - *If you had a score of 13 or better in the "often" row, you are already doing a lot to help your child learn.*

  - *If you had more than four checks in the "sometimes" row, you could probably talk to your child more.*

  - *If you had more than five checks in the "never" row, you probably do not talk to your child enough.*

- As a followup, spend time talking about the questions and how they are helpful to a child's learning. Encourage parents to talk about how they find time to talk with their children.

AT HOME ACTIVITY

Ask the students to circle one of the questions which they checked in the "sometimes" or "never" row. Allow them to take the sheet home as a reminder to work on increasing opportunities in that area of conversation. At the next session encourage the students to talk about what they did.

Ask the students to complete the continuum, How Much Freedom Should Your Child Have? (p. 10) and bring it with them to the next session.

HOW MUCH DO YOU TALK WITH YOUR CHILD?

	Often	Sometimes	Never
1. When your child is having his meals, do you talk with him?			
2. Do you talk with your child while you are getting him dressed or undressed?			
3. Do you talk with your child before he goes to sleep?			
4. Does your child ask you a lot of questions?			
5. Do you take the time to answer your child's questions?			
6. Do you like to answer your child's questions?			
7. After answering your child's questions, do you often ask him a followup question on the same topic that will encourage him to think more?			
8. When you go out to the store do you take your child with you?			
9. Do you spend time telling your child what things are when you are out with him?			
10. Do your talks with your child last more than a minute?			
11. Do you ask your child questions?			
12. Do you and your child play word-guessing games while you are running errands or at the store?			
13. Before you got out to the store, do you ask your child to help you remember what you need?			
14. Do you encourage your child to tell others what you have seen while you were out together?			

HOW MUCH FREEDOM SHOULD YOUR CHILD HAVE?

For each location given, place a mark along the line, *No Freedom -- Complete Freedom,* to show how much you would control your child's activities in each of the locations listed in the left column.

	No Freedom			Complete Freedom
in the kitchen				
in the living room				
in a friend's home				
in the bedroom				
on the potty				
in his play area				
in church				
in front of your house				
in a place where there is a strange animal				
in the park				
in a car				
in a vacant lot				
in the subway station				
in the bathroom				
in the basement				
on the sidewalk				
in the garage				
in the grocery store				
at a wading pool				
on the fire escape				

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II. THE CHILD AS A LEARNER

WHAT DOES THE CHILD NEED TO LEARN?

BACKGROUND

In order to grow as a learner, the young child needs to be actively involved with his surroundings. He must be allowed to explore, to handle things, to do things and to practice new learnings. The parent can help the child by making the surroundings safe enough for him to explore, by allowing the child to do as many things for himself as he can, by acting as a model, and by giving the child feedback about how well he is doing.

The rewards and punishments given the child by the parent can have a great influence on the child's later learning. Constant, immediate reward can be as harmful as constant punishment. As the child grows older he must learn that rewards are sometimes delayed until after he has completed longer and more complicated tasks.

DIRECTED ACTIVITY

PURPOSE: To develop the understanding that the child must be given as much freedom as possible to explore without endangering himself.

A discussion of the parents' responses to the continuum, How Much Freedom Should Your Child Have?, will serve as a starting point for this activity. You may wish to use either an overhead projector or the blackboard to chart individual responses. Encourage the students to explain their positions. Ask such questions as:

- *Where would you allow the least freedom? Why?*
- *Where would you allow the most freedom? Why?*
- *Mrs. Jones, I noticed that you disagreed with the others on how much freedom you would allow your child in the _____. Why is that?*
- In areas where little or no freedom was allowed, are there ways to provide more freedom for the child? For example, *What could you do in the kitchen to allow the child more freedom?* (Remove knives and cleaning material; put dangerous objects out of reach.)

Encourage the class to explain the reasons for allowing children to explore their surroundings. If there are those in the class who are in favor of placing many restrictions on children, have them explain their reasoning.

AT HOME ACTIVITY

Distribute the survey, Observing Your Child (p. 13). Ask students to complete it and bring it with them to the next class meeting.

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OBSERVING YOUR CHILD

Identify one location where you have decided you could allow your child greater freedom once you have taken proper precautions. Allow your child to explore that location for 20 or 30 minutes. Afterwards, complete the following survey and bring it with you to the next class meeting.

1. New location explored: _____

2. Precautions you considered necessary: _____

3. Did your child seem pleased with his new privilege? _____

4. Describe your child's explorations.

   a. Did he wander aimlessly or explore systematically? _____

   b. Did he handle many objects? _____

   c. Was he inquisitive about the new surroundings? _____

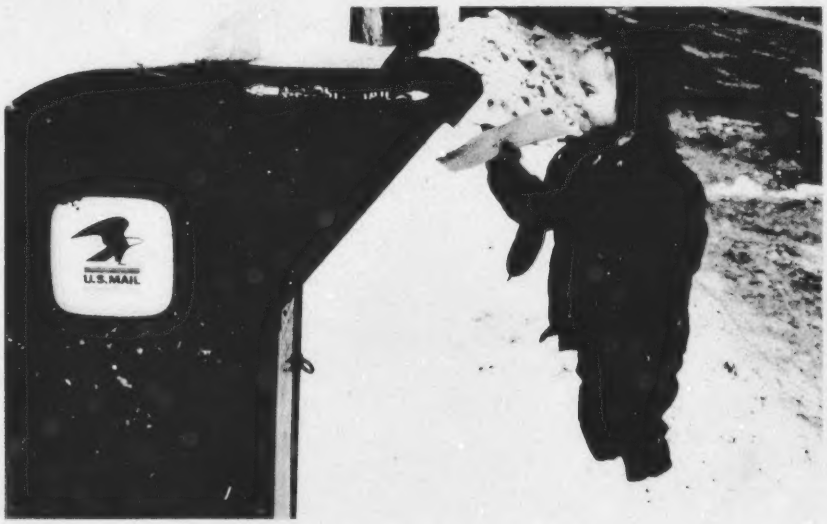
   d. Was there anything the child feared? _____

   e. How did you handle this fear? _____

5. Has your child since asked to return to that location? _____

6. Has your child referred to objects at that location showing that he has retained recently acquired information? _____

7. Do you plan to allow your child to explore other new areas? _____



HOW DOES THE CHILD LEARN?

BACKGROUND

As the child explores his surroundings, asks questions, and communicates with those around him, many of the skills he will need will be learned naturally. What the child needs most is to be able to organize all that he sees and contacts into some logical pattern. For the first few years of his life new things may often frighten him because he doesn't know where they fit into the pattern. As he grows in identifying, relating, and classifying, he becomes less afraid and more confident that he is in control.

The parents can do much to bring order to the child's surroundings. By establishing some routine patterns in the home regarding meal times, bed time, room arrangements, or consistent behaviors toward the child, the parent is helping the child to notice, create, and value order.

From birth, the parent helps the child create order by talking to him. Even before the child understands the words, he understands the tone of a person's voice, especially his mother's. By tone, he can tell when his mother wants him to do something or when she is identifying something. The use of language in identifying things and showing relationships is probably the most useful means of making order for the child. The parent cannot spend too much time talking with the child about his world.

DIRECTED ACTIVITY

PURPOSE: To develop the understanding that a parent can learn to help his child by looking closely at his actions.

- Discuss the student's answers to the survey, Observing Your Child. Invite everyone to participate in what particular actions mean and how the parent can help.

- Develop the understanding that how the child reacts to trying new things, and the kinds of questions he asks or what he is afraid of can indicate the extent to which he is in control of his surroundings. These actions will also show how the parent can help.

AT HOME ACTIVITY

Distribute Locational Words Quiz, p. 15.

- Emphasize that:

  - The words are to be supplied orally by the parent to the child. This is *not* a test to see if the child can read the words.

  - Not many preschoolers fully understand the meanings of all of these abstract words.

The parent should *not* attempt to drill the child on words he doesn't know. Instead, she should be aware of the words she uses when she gives the child directions and be sure she shows him by her actions what she means.

LOCATIONAL WORDS QUIZ

Using the 20 locational words and phrases listed below, make up simple directions that could be carried out in your home or yard.

Example: Put your shoes *under* your bed.

Ask your child to follow the directions which you give to him one at a time orally. In the right hand columns check your child's responses.

	Understood	Did Not Understand
1. under		
2. through		
3. above		
4. over		
5. between		
6. in		
7. on		
8. below		
9. beside		
10. into		
11. down		
12. up		
13. across		
14. next to		
15. toward		
16. away from		
17. near		
18. around		
19. on top of		
20. beneath		

III. THE NEIGHBORHOOD AS A PLACE TO LEARN

BACKGROUND

The child's neighborhood is extremely valuable in helping him to learn. Many of the understandings, attitudes, and values the child will retain throughout his life will have been influenced by his childhood experiences, surroundings, and acquaintances.

The neighborhood should therefore be capitalized on as a resource for the child's acquisition of basic skills. Something as simple as a walk down the street can be an exciting and profitable learning experience for the young child.

DIRECTED ACTIVITY

PURPOSE: To develop an understanding of what differentiates a neighborhood from a community and to have the students recognize the importance of helping children to understand the makeup of neighborhood and community.

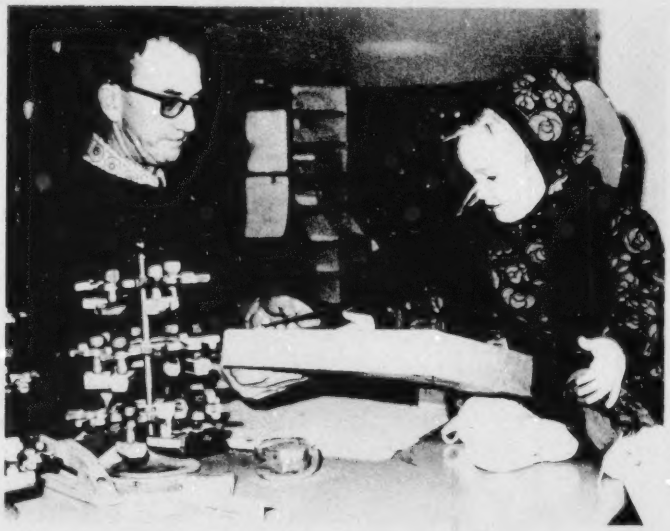
- Ask students to draw a quick sketch of their neighborhood and to label its boundaries.
- Ask the students to sketch their community and to label its boundaries.
- Ask them to compare their two maps.
- Ask:
  - *Is your neighborhood the same as your community?*
  - *Is a community the same as a city or town or village?*
- Discuss the following points:
  - Neighborhood usually describes an area smaller in size than community. It may be limited to the block on which you live or it might extend much farther. People living in the neighborhood generally have many things in common: language, background, economic level, etc..
  - A community may be made up of a series of neighborhoods which are grouped together by more formal organizations. The community may share the same police station, library branch, or post office branch. They also share other services like grocery stores, shopping areas, and service stations.
  - The city or town is probably made up of more than one community. Depending on the size, a village may make up a community. It is possible that a community may be larger than a village.

- It is important in helping a child organize his "world" to help him understand what makes up "his" neighborhood and "his" community.

AT HOME ACTIVITY

Encourage the students to:

- Take their children for a walk around the boundaries of their neighborhood to observe and discuss landmarks which are part of the neighborhood.
- Take their children for a walk or drive through the community to observe the services the community shares.



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IV. LISTENING TO NEIGHBORHOOD SOUNDS

DIRECTED ACTIVITY

PURPOSE: To develop an awareness of the learning that can come from just listening to the sounds of the neighborhood. Through discussion, lead the class to understand how they develop this learning.

- Provide each student with a sheet of paper and a pencil.
- If you are located in a place where you can hear the street, you may do this activity in the classroom. If not, take the class somewhere where the sounds of the street can be heard or have the sounds prerecorded and ready to play.
- Ask the students to close their eyes and listen for 5 minutes to the sounds of the street. Then ask them to write down what they heard.
- List on the board what the students heard.
  - The list might include a bus, truck, taxi, car, motorcycle; children playing, jumping rope, playing ball; a siren, a subway, the squealing of tires, a car backfiring, a police whistle.
  - With each item mentioned, ask how they knew it was a bus and not a truck, or a taxi and not a car, etc..
- Encourage the students to think about what skills they were using to identify and classify each sound. Ask the question, *Which is easier to identify?*
  - *Children playing jump rope or a taxi?*
  - *A bus or a subway?*
  - *A child riding a bike or a child playing ball?*
- Ask why some sounds are easier to identify than others. (The response will probably be that some things makes sounds which are unique to that thing, others like taxis make sounds which are only slightly different.)
- Ask if they were always able to identify these things by sound. Explore how they learned to do it.

AT HOME ACTIVITY

Distribute Listening for Sounds (p. 19). Review the three activities described and encourage the parents to try some of them with their children.

LISTENING FOR SOUNDS

Here are some games with sounds you can play with your child. Try a few and be prepared to discuss the results with your classmates at the next meeting.

1. What is it?

   Ask your child to close his eyes. Make a familiar sound like the sound of a jet, a horn beeping, popcorn popping, a taxi's meter, a motorcycle, a bee buzzing, or a ball bouncing. Ask your child to identify each sound. After a little practice, your child may want to make the sounds for you to identify.

2. What do you hear?

   While sitting quietly outside, ask your child to close his eyes and listen. What different sounds can you hear?

   Another time you may say *I hear the sound of a bus. Can you make that sound? I hear the sound of a helicopter. Can you make that sound?*

3. Near or Far, Fast or Slow, High or Low, Loud or Soft.

   While your child is sitting with his eyes closed, ask him questions like the following:

   I hear the sound of a siren, is it near or far away?

   I hear the sound of a bus, is it coming toward us or going away?

   I hear a very low sound, what is it?

   I hear someone walking, is he walking fast or slow?

   I hear a very soft sound, what is it?

   What kind of sound does a kitten make, loud or soft?

   What kind of sound does a siren make, high or low?

   What kind of a sound does a boat horn make, high or low?

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V. A TOUR OF THE COMMUNITY

DIRECTED ACTIVITY

PURPOSE: To develop an understanding of the learning opportunities provided by a walk or a ride through the community.

- Suggest to the students that a ride or walk through the community is a very valuable learning activity for a child. While a trip specifically planned for this purpose is helpful, it is not necessary. When doing errands in the community, the parent should take the time to point out places of interest and service buildings which make up every community. The following should definitely be included:

  - Post office
  - Police and fire station
  - Specialty stores like a butcher shop, a bakery store, a jewelry store
  - Places of worship
  - Medical Centers and hospitals
  - Bus and train station
  - Barber shops and beauty shops
  - Bank
  - Dentist's office
  - Library
  - Ice cream shop
  - Drug store
  - Hardware store
  - Local school

- Encourage the parents to use a personal approach, when possible, in identifying those locations. For example:

  - *Look, Tommy. Here's where I took the package we mailed to Aunt Sarah. The mailman took it and put it on a big truck to take it to Syracuse.*

  - *There's where Mr. Wood goes to church. It's called* _____.

  - *That's the hospital where you were born. It's called the* _____ *Hospital.*

  - *Here's the station where we picked up Grandma when she came on the train to visit us.*

  - *There is the barber shop where Daddy gets his hair cut. It's called* _____.

  - *Here is where we save our money. This bank is called* _____.

AT HOME ACTIVITY

Distribute Our Community (p. 22).

Play "Where Am I Going?"

Say: *I'm going to town to cash a check. Where am I going?* You may want the child to answer either by saying *bank* or identifying the bank by name.

Other places might be:

- going to town to mail a letter
- going to town to buy a ring
- going to town to have my teeth cleaned
- going to town to get a medical checkup
- going to town to say my prayers
- going to town to buy some buns.

Each time you may ask the child to either name the place or say its proper name. For example, you may have your teeth cleaned at the dentist or at Dr. _____'s office.

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VI. A WALK DOWN OUR STREET

DIRECTED ACTIVITY

PURPOSE: To understand the variety of learning available to the child in simply walking down a street.

MATERIAL: A copy of A Big City by Grancine Grossbart (New York: Harper Row, 1966), white paper, felt tip markers or crayons for each student, and stapler.

- Explain to the class that they are going to make a coloring book about their neighborhood for their child.
- Show them a copy of A Big City page by page. This book, which will serve as their model, uses simple pictures of familiar objects to introduce the ABC's. For example, it begins simply: I like the city. It has antennas.
- Distribute the materials for constructing the coloring books.
- Ask the students to:
  - Make a series of simple drawings of landmarks in their neighborhood.
  - Print simple sentences under their pictures.
  - Staple the pages together and make an appropriate cover.

AT HOME ACTIVITY

The parent should take his completed book home for the child to color and enjoy having read to him.

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VII. FINDING OUR WAY AROUND OUR NEIGHBORHOOD

DIRECTED ACTIVITY

PURPOSE: To show parents how they might help their children to develop a sense of direction.

MATERIAL: Multi-colored construction paper, glue, tape, felt tip markers, scissors, large manila folders.

- Explain to the students that they are going to make 3-dimensional buildings and landmarks to help their children become familiar with the neighborhood.

Note: It will probably be helpful for the instructor to have completed a "street layout" beforehand for demonstration purposes.

- Emphasize that the design need not be elaborate.
- By marking, cutting, folding and taping, the student can make recognizable buildings and other landmarks, which could be found in the student's neighborhood.
- Using a street design, demonstrate how to aid the child in building a sense of direction.
  - *If we went out our front door and turned right, what is the first building we come to? If we crossed the street in front of the post office, whose house would be on our right?*

AT HOME ACTIVITY

When folded, the street design may be taken home easily in a large manila folder. After the child becomes familiar with the correct building arrangement in relation to his own house, the parent may rearrange the buildings incorrectly. The child would then arrange them correctly.

By adding crosswalks, colored discs representing traffic lights, and toy automobiles, the street layout can be used to teach children how to cross streets safely.

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VIII. I WENT DOWN THE STREET

DIRECTED ACTIVITY

PURPOSE: To aid the parent in helping the child become aware of how the neighborhood affects all the senses and to encourage the use of rhyming games between parent and child.

MATERIAL: Colored or white construction paper, felt tip markers, paper punch, and yarn or stapler

- Explain to the students that they are going to begin a book about their child's walk down the street. The child will finish the book.
- Distribute I Went Down The Street (p. 26).
- Have a completed book to show the class as an example. The cover might read I Went Down The Street by Johnnie Brown.
- Each alternate page will show a child walking but the features will exaggerate the sense mentioned on that page. The opposite page will be blank so that the child can fill it in as he wishes.
- The students may choose to string the books with yarn so that they may be added to later.

AT HOME ACTIVITY

- Urge the parent to take the child for a walk before he completes the book.
- Suggest that while walking, the parent repeat the rhyme and allow the child to fill in the missing word as he wishes.
- When they return home, the parent can show the child the book and allow him to complete it in his own way.

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I WENT DOWN THE STREET

The words on each page are as follows:

Page 1 I went down the street and what did I see?

Page 2 I saw a _____ looking at me.

Page 3 I went down the street and what did I hear?

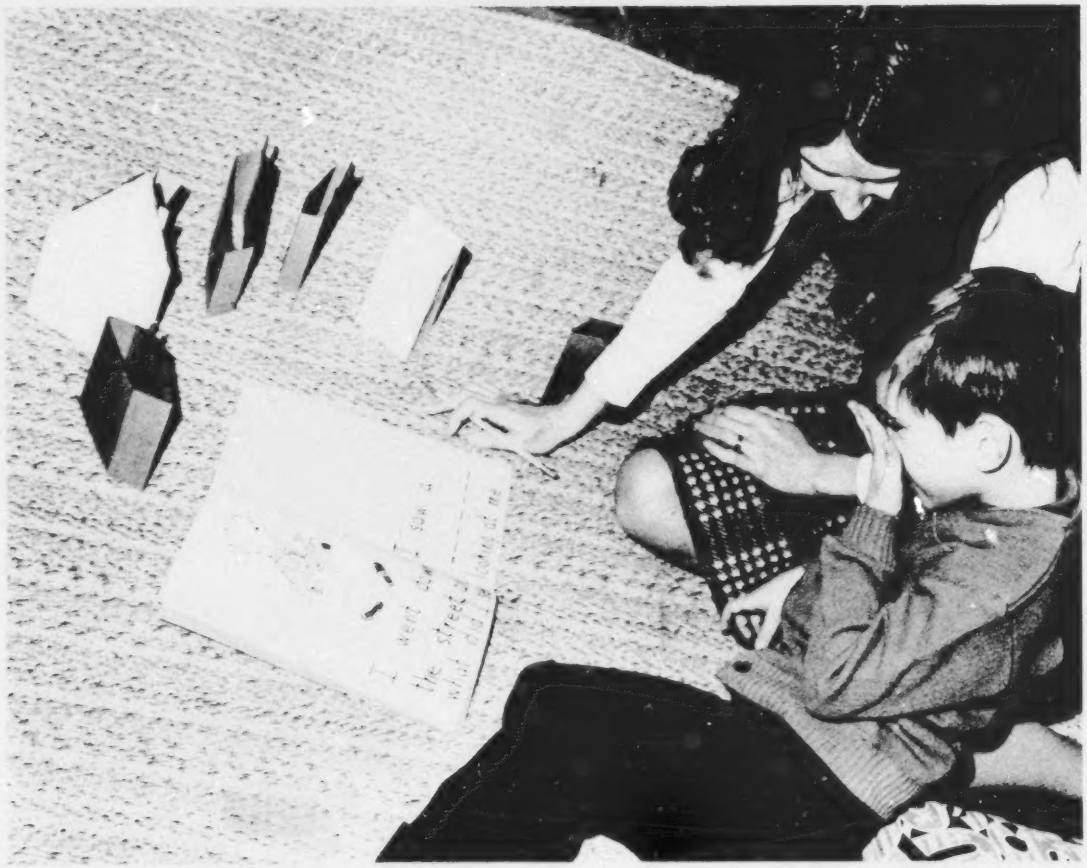
Page 4 I heard a _____ loud and clear.

Page 5 I went down the street and what did I smell?

Page 6 I smelled a _____ but please don't tell.

Page 7 I went down the street and what did I feel?

Page 8 I felt a _____ to see if it was real.



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IX. WHAT DID I SEE?

DIRECTED ACTIVITY

PURPOSE: To assist the parent in helping the child become aware of visual configurations and peculiar differences which help in identification of familiar neighborhood objects.

MATERIAL: Provide each student with multi-colored construction paper, shape patterns, scissors, and a brown paper bag.

- Have available a variety of familiar shapes. Those on page 29 may be cut out and used. By placing a shape on the overhead projector, project the shape onto the screen.
- Ask the parents to identify each shape. In some cases, they will be in definite agreement as to the identity. In others, more than one object will be named.
- The point to be made is that the shape will probably bring a familiar object to mind.
- Through discussion develop the understanding that the shape of something is one important clue children can use to identify things.
- Using the patterns provided, ask the class to cut out a set of shapes for their child.
- Use different colors and different sizes for the same shapes. This will help in adding variety to later games of matching and classifying.
- Put all the shapes in a bag to take home. To add a personal touch, the bag might be decorated and labeled, Sally's Shape Bag.

AT HOME ACTIVITY

Distribute Recognizing Shapes (p. 28). Review the activities with the parents, perhaps demonstrating some of the activities. Distribute shapes (p. 30).

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RECOGNIZING SHAPES

Here are some games to play with the shape bag.

1. Ask your child to separate the shapes by shape. All the circles will be together, all the squares, all the triangles.

2. Ask your child to separate the shapes by color. Now all the yellows, no matter what shape, will go together.

3. Ask your child to separate the shapes by size. Now all large things will go together no matter what color or shape.

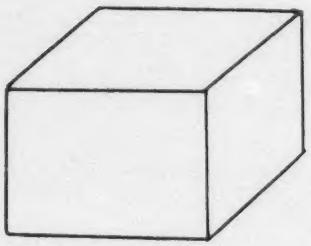
4. Allow your child to take the shape bag with him when you go outside. Play a game by reaching into the bag and pulling out any shape. The child wins the game by finding an object shaped the same way. If the child does not know what the object is called, tell him and explain its use.

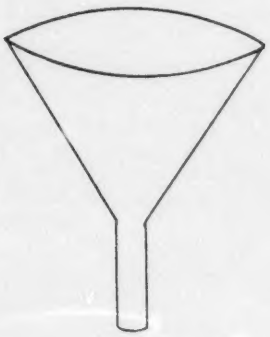
5. To make the outside game different, you might ask the child to find another object shaped like the first only bigger, or fatter, or smaller or flat, or thick.

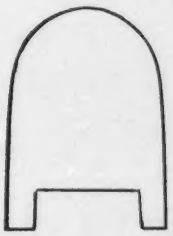
6. Another way to vary the game might be to begin by pointing to an object and asking the child to find the shape most like it.

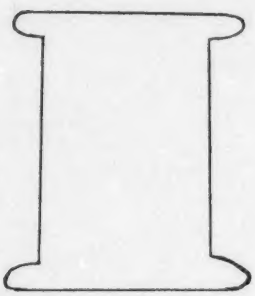
7. Ask the child to reach into the bag and, without looking, identify the shape by touch.

Sample shapes to use with students. (You may want to add more of your own)



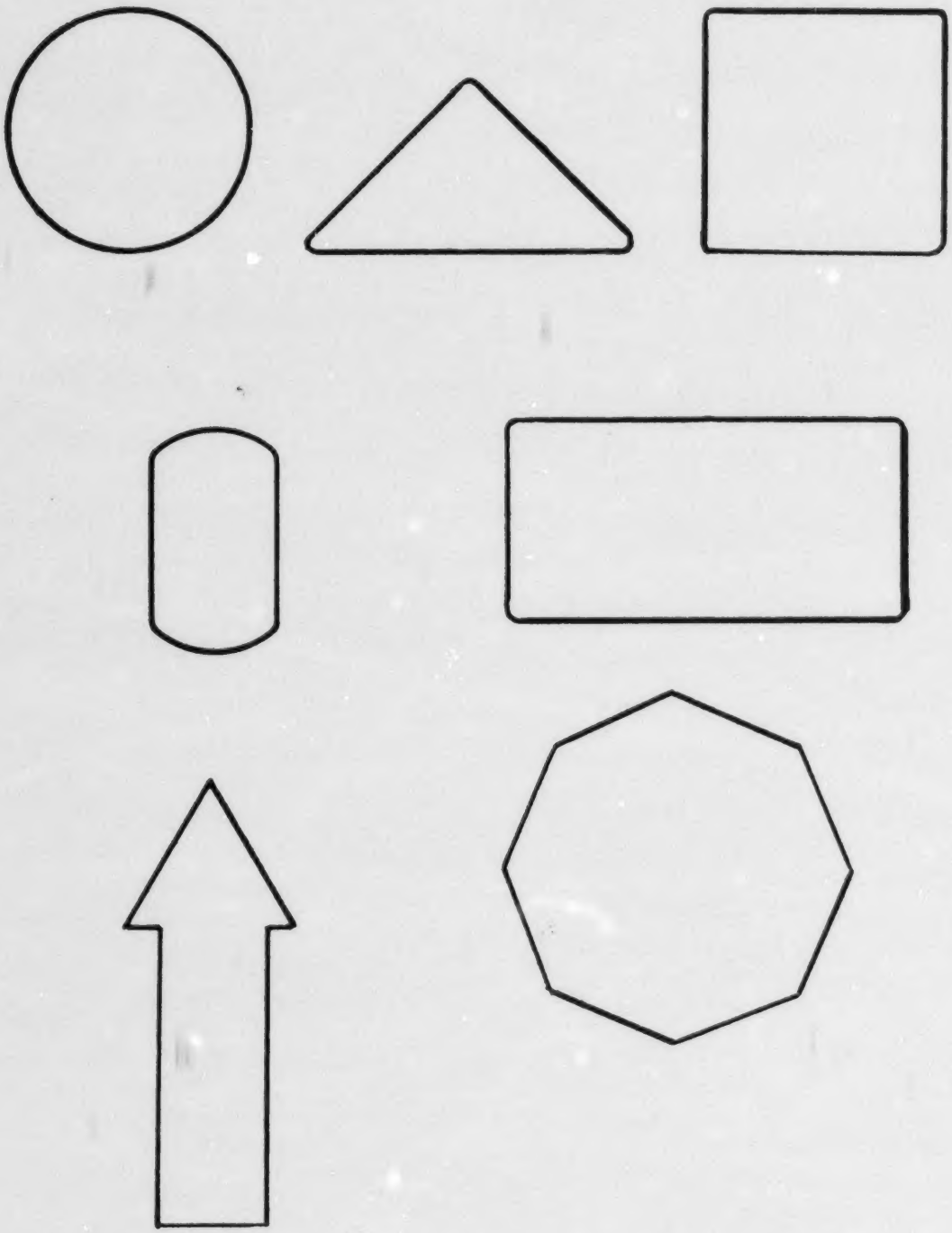






SHAPES

Cut out these shapes and trace them on oaktag or heavy cardboard.



X. A TRIP TO THE LIBRARY

DIRECTED ACTIVITY

PURPOSE: To assist the students in preparing their children for their first trip to the library and to familiarize the students with the services offered by the library.

- Most libraries are eager to help parents prepare their children for good library experiences.

- The instructor might invite a representative of the children's library to speak to the group about the library's services. Ask the representative to bring along some applications for borrowers' cards which the parents may take home.

- If no representative is available, make a trip to the library yourself. Get copies of the programs available to children and borrowers',card applications. You might inquire about other materials on loan such as records and art prints. Bring to class a sample of material available.

- Have available a variety of children's library books. Talk with the parents about how to select a book which would interest their child. Demonstrate the variety of illustrations, the size of the print, the number of words on each page, and the length of the stories.

- If you are holding the class in a school building, you might take the class to the school's library. There you could demonstrate how to locate a book in the card catalog by subject, title,or author.

AT HOME ACTIVITY

Distribute Books About Neighborhoods (p. 32). If this class has not been exposed to the lessons contained in *Language Experiences for Your Preschooler, Part 1,* then Chapter V, Reading to Children, of that publication should be reviewed with this class at this time.

BOOKS ABOUT NEIGHBORHOODS

Here is a list of books which might help you in preparing your children for other trips through the neighborhood.

Beach

Koch, Dorothy. I Play at the Beach. New York: Holiday House, 1955.

Palmer, Helen. So You Know What I'm Going to Do Next Saturday? New York: Random House, 1963.

Harbor Trips

Ardizzone, Edward. Little Tim and the Brave Sea Captain. New York: Walck, 1936.

Flack, Marjorie. The Boats on the River. New York: Viking, 1946.

Gramatky, Hardie. Little Toot. New York: Putnam, 1939.

Politi, Leo. A Boat for Peppe. New York: Scribner, 1950.

Airport

Gramatky, Hardie. Loopy. New York: Putnam, 1941.

Lachman, Ruth M. Airplanes. New York: Golden Press, 1959.

Lenski, Lois. The Little Airplane. New York: Walck, 1938.

Phleger, Fred. Ann Can Fly. New York: Random House, 1959.

Train, Subways, Bus

Brenner, Barbara. Barto Takes The Subway. New York: Knopf, 1961.

Greene, Carla. Railroad Engineers and Airplane Pilots: What Do They Do? New York: Harper Row, 1964.

Kessler, Ethel and Leonard. Big Red Bus. Garden City, New York: Doubleday, 1964.

Zoo

Brown, Jeanette P. Ronnie's Wish. New York: Friendship Press, 1959.

Cameron, Polly. The Cat Who Thought He Was a Tiger. New York: Coward-McCann, 1956.

Croswell, Volney. How To Hide A Hippopotamus. Eau Claire, Wisc.: Hale, 1958.

Hader, Berta. Lost in the Zoo. New York: Macmillan, 1951.

Hoff, Syd. Sammy the Seal. New York: Harper Row, 1959.

Lawrence, Anne. Where is Christopher? Grand Rapids, Mich.: Fideler, 1946.

Munari, Bruno. Zoo. New York: World, 1963.

Payne, Emmy. Katy No-Pocket. Boston: Houghton Mifflin, 1969.

Williams, Garth. The Big Golden Animal ABC. New York: Golden Press, 1957.

Police and Fire Stations

Brewster, Benjamin. The First Book of Firemen. New York: Franklin Watts, 1951.

Greene, Carla. What Do They Do: Policemen and Firemen. New York: Harper, 1962.

Miner, Irene. True Book of Policemen and Firemen. New York: Children's Press, 1954.

Neighborhood Walks

Girifalconi, Ann. City Rhythms. New York: Bobbs-Merrill, 1965.

McDonald, Golden. Red Light, Green Light. New York: Doubleday, 1944.

McGinley, Phyllis. All Around The Town. New York: Lippincott, 1948.

Tresselt, Alvin. Wake Up City. New York: Lothrop, Lee and Shepard, 1957.

Wright, Ethel. Saturday Walk. New York: Scott, 1954.

XI. A TRIP TO THE SUPERMARKET

DIRECTED ACTIVITY

PURPOSE: To demonstrate to the class ways in which they can make a trip to the supermarket a learning experience for their children.

- List on the board these headings:

  Before we go to the store.
  While we are at the store.
  After we return from the store.

- Ask the class to suggest learning activities for each category. They may draw from their own experiences.

- The list might include the following ideas:

  Before we go to the store

  - Ask the child to help you make up the list of things you need. Dialog might go like this:

    Johnny, see if we have any eggs in the refrigerator. How many do we have? Let's see, we need at least one for each of us. How many do we need? Five? Do we have enough? No. Let's get a dozen eggs. or:

    Mary, look in the bread drawer and see how much bread we have. Oh, I see we have only half a loaf. We need at least a whole loaf.

In this way, the child develops concepts like: enough, half, whole, dozen, pound, quart, half gallon, jar, can, package, etc..

- You may aid in developing memory and responsibility by asking the child to help you remember one thing you need to purchase.

- If you have coupons to redeem, you might give the child one to hold and let him find the particular article when you get to the store.

- You might involve the child in looking through newspapers and supermarket flyers for the prices of things needed.

At the store

- A supermarket offers an overwhelming variety of things to identify and discuss. Since you can't talk about all of them, try picking out one new thing on each visit and talking about it. If possible, allow the child time to handle the new object and ask questions about it.

- Allow the child to help you find things which are familiar: In the correct aisle, ask him to find the Cheerios or the family's favorite cookies or ask him to tell you when you get to the canned soups.

- Give the child the opportunity to pay for something when the clerks are not busy. In this way, he will begin to develop a sense of money's value and an awareness of the variety of coins.

After we return from the store

- Allow the child to help you put the groceries away. In this way, he will develop concepts of order, and learn what needs to be refrigerated. Answer his questions, and ask the child questions like:

  - *Why do you think milk has to go in the refrigerator?*

  - *Why are some meats frozen and some not frozen?*

- Encourage the child to tell someone else about the new article you discovered in the supermarket, what its name was, what it looked like, where it came from, and what it's used for.

- You might start a scrapbook of things seen at the supermarket.

AT HOME ACTIVITIES

Distribute Games at the Supermarket (p. 36).

BEST COPY AVAILABLE

GAMES AT THE SUPERMARKET

Here are a few games to play with your child while at the store or at home.

What Rhymes?

1. Read this poem to the child and then make up rhymes of your own with your child.

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Grocery Time, Grocery Rhyme

Rhyme with jello. Hello
Rhyme with custard. Mustard
Rhyme with jelly. Belly
Rhyme with rye. I
Rhyme with stew. You
Rhyme with tea. Me
Rhyme with bread. Fred
Rhyme with bun. Done

2. Going to the store riddles.

Make up riddles of things you are pretending to or are going to buy. Ask the child to guess what they are. After a little practice, encourage the child to make up the riddle. For example:

I'm going to the store and I'm going to buy something red to put in a pie. What is it?

I'm going to the store and I'm going to buy something that's long and yellow and we peel it to eat. What is it?

I'm going to the store and I'm going to buy something sticky to put on pancakes. What is it?

XII. A TRIP TO THE FIRE STATION

DIRECTED ACTIVITY

PURPOSE: To familiarize the students with the learning experiences which may be gained from a trip to the fire station.

- Most fire companies are very willing to assist families in fire prevention. Most companies also have people assigned to fire prevention education. Invite a representative to visit the class to assist them in drawing up a list of home precautions against fire.

- Through discussion, draw up a list of ways in which the trip could develop the child's language. The list might include the following ideas:

  - Most firemen are more than willing to explain the firefighting equipment to children when they are not busy.

  - The book, The First Book of Firemen will aid the parent in helping the child identify the equipment as well as special terms firefighters use like "lines," "smoke-eater," "four alarmer," pumper, hook and ladder, cherry-picker.

  - Read a story about firefighting before you visit the fire station.

  - Encourage your child to think of some questions to ask the firemen before he goes.

  - The child should note that all the fire vehicles have a name on the door—usually the name of the city or village.

  - Ask the child to tell you three or four things he learned from the trip.

  - Ask the child to remember at least one precaution the firemen told you to observe in the home.

  - After returning from the trip, encourage the child to tell other members of the family about what he learned.

  - Point out to the children the fire alarm box in his neighborhood. Explain why it should be used only when there is a fire.

AT HOME ACTIVITY

Distribute A Checklist of Home Activities (p. 38).

A CHECKLIST OF HOME ACTIVITIES

Use the list of home precautions which you made up in class as you and your child check your home. Allow the child to make the mark after you read each item. The list might begin like this.

How We Can Prevent Fires

Make an X if it is yes, an O if it is no.	Yes X	No O
1. Are the curtains away from the stove?		
2. Are all wires and plugs in good condition?		
3. Are any oily rags stored in closets?		
4. Are matches stored in a safe place, out of the reach of little hands?		

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XIII. A TRIP TO THE POLICE STATION

DIRECTED ACTIVITY

PURPOSE: To assist the students in making a trip to the police station a worthwhile experience for their children and to familiarize students with the making of simple paper bag puppets.

MATERIAL: Heavy lunch size paper bags, stapler, scissors, 2 1/2" x 4" tag board, masking tape, old newspapers or paper toweling, string or yarn, crayons. Have available a completed puppet to demonstrate to the class.

- If possible, invite a policeman to speak to the group about how to prepare their children for a visit to a police station. If no speaker is available, inquire about law-enforcement facilities which parents and children might visit, what they might expect to see, and who to contact to arrange a visit.

- After discussing what learning can be gained from such a trip, introduce the paper bag puppets and discuss the value of puppets for play-acting. Children particularly enjoy using puppets when play-acting because they can more easily pretend they are someone else. The child will enjoy practicing what he learned at the police station by using the puppet.

- Distribute copies of How to Make a Paper Bag Puppet (p. 40). Have the students make a puppet in class to take home. The coloring should be left for the child to complete. Allow the parents to take the instructions home. The parent and the child may enjoy making puppets after other trips.

BEST COPY AVAILABLE

How To Make a Paper Bag Puppet

Choose a strong bag not wider than two times your child's hand.

1. Make the bottom of the bag the top of the puppet's head. Push in the corners and shape so that head is round. Decide where puppet's neckline will come; make fold; draw hair, features, and suit.

   Draw shoes on cardboard topped by a tab; color shoes; cut out and staple underneath front of pants.

2. Using a piece of oaktag, roll a tube which will fit over the index finger. Seal the tube with masking tape.

3. Fill head of puppet with crumbled newspaper or paper toweling. Shape into rounded head.

4. Secure the head by tying yarn around the neck.

5. Cut opening for thumb and second finger at the side folds just below neck.

BEST COPY AVAILABLE

XIV. A TRIP TO THE GAS STATION

DIRECTED ACTIVITY

PURPOSE: To develop an understanding of the learning experiences available at a gas station.

- Through discussion, develop a list of suggestions for developing learning from a trip to a gas station.

  Include the following points:

  - Such a trip is an excellent chance for the father to become involved in developing his child's language.
  - Suggest that the child be encouraged to observe the oil, water, battery, or tires being checked.
  - Identify the various parts of the car as the child shows an interest in them.
  - Ask the child questions like: *Why do we need gas in our car? Why do we need air in our tires? How can I tell how much gas the man put in my car? How do I know when I need gas?*
  - Allow the child to help by cleaning the dipstick, turning the handle on the air pump, filling the radiator, or paying the attendant and receiving change.
  - You can help the child to develop an awareness of left to right progression by asking him to read the numerals on the gas pump. Be sure you draw his attention to the correct way of reading the numerals starting at the left.
  - Add new words to the child's vocabulary like, hi-test, premium, gauge, dipstick, accelerator, ignition.

AT HOME ACTIVITY

Distribute Wheels (p. 42).

BEST COPY AVAILABLE

WHEELS

Here are some activities to try at home.

1. Gather together several old magazines. Using safety scissors, help your child find pictures of different kinds of cars and trucks. Make a scrapbook of vehicles. Allow the child to paste one picture on each page. Below the picture, print the sentence or phrase the child has made up to go with the picture. Ask your child to help you "read" the finished book.

2. After talking about different ways of travel, play a game to help the child compare things. Start by saying: *A bus goes faster than a bike. A bike goes faster than skates. An airplane goes fastest.* After doing this once begin leaving out words for the child to fill in. For example,

   A bus goes slower than a _____. *A subway train goes slower than a* _____. *A* _____ *goes the slowest of all.*

3. I'm going to Troy.

   Play by saying, *I'm going to Troy and I'm going in a truck. Will I get there? Yes, because truck starts like Troy.* Now try, *I'm going to Buffalo and I'm going to ride a bus. Will I get there?*

   At times, choose words which do not begin with the same sound. As, *I'm going to Pittsburg and I'm going to ride in a buggy.*

   After the child has had some practice, leave out the last word for him to fill in. *I'm going to Caroga Lake and I'm going by* _____.

4. Allow the child to make up his own sentences. Encourage imagining by making up stories about going places. Start like this: *Last week I went to London. I rode in a steamship. When I got there I saw the queen. Last week where did you go? What did you ride in? What did you do when you got there?* Encourage the child to say the whole sentence when he tells you.

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XV. A TRIP TO THE DRUGSTORE

DIRECTED ACTIVITY

PURPOSE: To discuss ways of developing language by making a trip to the drugstore.

- Discuss ways in which the drugstore is different from other stores.
- Draw up a list of suggestions for developing language using a trip to a drugstore. Include the following suggestions:
  - Give the child time to explore the various items which are for sale. Answer any questions your child might have.
  - Introduce the child to the pharmacist and explain what his job is.
  - Explain to the child the purpose of prescriptions. Explain why some drugs have to have a prescription before you can buy them. Discuss the importance of not using a prescription drug without a doctor's permission.
  - Allow the child to assist you in locating familiar items like toothpaste, shampoo, vitamins, cough syrup.
  - Discuss what you can't buy in a drugstore and how it is different from a supermarket.

AT HOME ACTIVITY

Distribute Silly Billy at the Drugstore (p. 44).

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SILLY BILLY AT THE DRUGSTORE

To help your child understand why a drugstore is different from other stores, play this game.

Say, *Silly Billy went to the drugstore to buy some toothpaste, a box of bandaids, a jar of pickles and a bottle of cough syrup. Why was he being silly?* (Because you can't buy pickles at a drugstore.)

Repeat the game with other sets of articles each time including one which can't be bought in a drugstore.

The sets might include:

- a banana, a bottle of aspirin, a birthday card, a jar of vitamins.
- some film for his camera, a package of gum, a hot water bottle, some hotdog rolls.
- a newspaper, a magazine, a library book, some writing paper.
- a jar of vaseline, a jar of peanut butter, some suntan lotion and a bottle of shampoo.
- a box of candy, a toothbrush, disposable diapers, gasoline.

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XVI. A TRIP TO THE HARDWARE STORE

DIRECTED ACTIVITY

PURPOSE: To encourage the students to make use of such errands as trips to the hardware store to develop their child's language.

As in discussing other places, encourage the students to think of ways such a trip could promote learning. Cover the following points.

- Before going to the hardware store, ask the child to help you make a list of things you need. Take a tour of the house together looking at things in need of fixing; example: a new lock for the bathroom, some putty to fix the window, some washers for the kitchen sink, a tube of glue to fix a broken toy.

- Allow the child to explore what is sold in a hardware store. Identify unusual items and explain their uses.

- After returning from the store, allow the child to assist you in making the repairs by handing you things or holding something. This will give you the opportunity to explain what you are doing and why and will encourage the child to ask questions.

AT HOME ACTIVITY

Distribute Where Would You Go? (p. 46).

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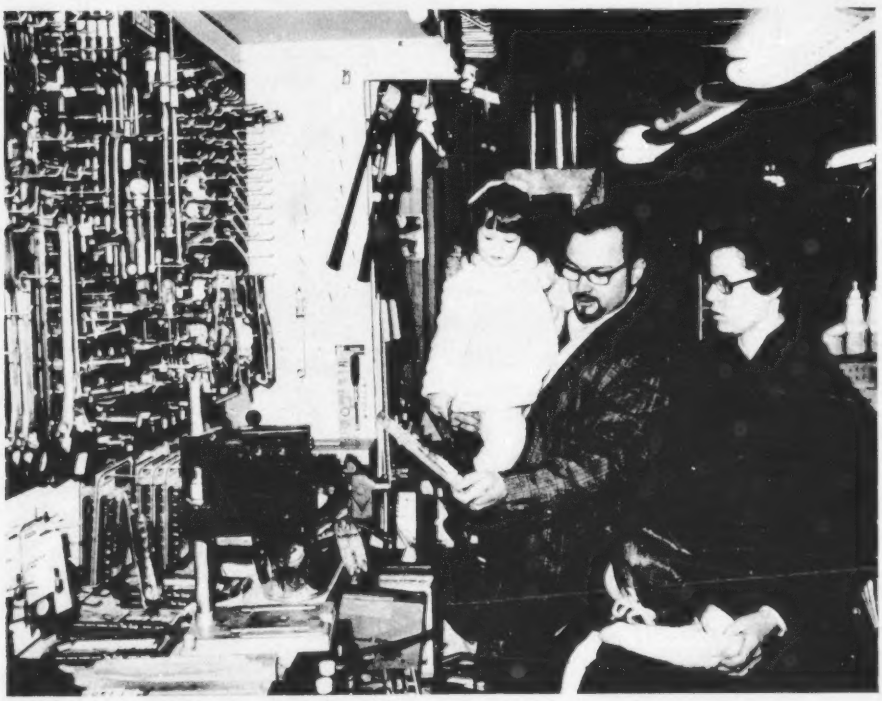

WHERE WOULD YOU GO?

After the child has visited a supermarket, a drugstore, and a hardware store, play the game Where Would You Go? Make up questions like those given below.

1. You need some flour to make a cake. Where would you go?
2. You need a saw to cut a board. Where would you go?
3. You need some medicine for poison ivy. Where would you go?
4. You need a new hose to water the grass. Where would you go?
5. You need some soap to do the wash. Where would you go?

Encourage the child to make up questions for you to answer.

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XVII. A TRIP TO A PLACE TO EAT

DIRECTED ACTIVITY

PURPOSE: To suggest ways in which the students can use a trip to a place to eat to develop a child's awareness of his various senses.

MATERIAL: Paper, felt tip markers, paper punch, yarn

A place to eat, whether a diner, restaurant or hotdog stand, is a fascinating place to learn because it appeals to all of the senses.

- Begin the discussion by asking the class to say what they see when they think of a restaurant or diner.

List these ideas under see on the board. Then go on to hear, feel, smell, taste.

See	Hear	Feel	Smell
people	dishes banging	soft seats	bacon cooking
waiters	people talking	cold silverware	hot coffee
cooks	bacon crackling	hot dishes	pickle barrel
food	something sizzling	rough napkins	beef cooking
hamburgers	orders called out	wet glass	pipe tobacco
pancakes	"Two over easy"		cheese melting
menu	cash register jingling		coffee perking

Taste

barbecued hot dog
mustard
sweet/sour taste of apple pie
sparkling taste of soda

- Suggest to the parents that they take their children out to eat and follow the same method of inquiry with them. The child should be encouraged to describe each thing as much as possible. For example, *I smell the hot burned smell of toast,* or *I feel the cold wet glass of water.*

Have the students prepare a booklet for their child to complete after they have returned from visiting an eating place. The booklet might be called Benjy's Trip to MacDonald's.

AT HOME ACTIVITY

Distribute Benjy's Trip to MacDonalds (p. 48).

Benjy's Trip to MacDonald's

Label the pages this way. Leave two or three pages for each sense.

When I went to _____ I saw _____.

When I went to _____ I heard _____.

When I went to _____ I felt _____.

When I went to _____ I smelled _____.

When I went to _____ I tasted. _____.

After returning from the eating place, give the child the booklet. Read the words you have printed in it already. Allow the child to make pictures of the things he saw, heard, smelled, touched, and tasted. As he tells you what to print, complete the sentences for him. Then read the story together.

BEST COPY AVAILABLE

XVIII. A TRIP ON THE SUBWAY

DIRECTED ACTIVITY

PURPOSE: To develop an understanding of what the child may learn while taking a subway ride. (Note: The instructor may choose to substitute a bus for the subway.)

A thorough familiarity with the services made available by the local transit authority would be beneficial to both the instructor and students.

The public relations office of the Metropolitan Transportation Authority will make available brochures on routes, costs, and places of interest available by subway. These brochures can serve as a basis for discussion of learning experiences gained from a subway ride. Similar information may be obtained from local bus companies.

Through discussion, draw the students' attention to possible ways the child may benefit from a subway trip. Include the following points:

- The maps available on subways are color coded and designed to require minimum reading ability. Be sure to point out where you are and where you are going.
- Once the child has learned his station name, he may be helped easily if he were lost.
- The single and double letter designations for trains are useful when the child is first becoming aware of letter names.
- The colorful advertisements provide many picture clues to the meaning of words printed on them.
- The use of color as signals to exits, entrances, and danger may be easily learned by the young child.
- The child may observe the various jobs people must do to make the trains run safely and quickly. Children will enjoy recognizing the motorman and the transit police by their uniforms and caps.
- When the train is not crowded, the child could learn a great deal by riding in the lead car and observing the motorman. Draw the child's attention to the track signals which the motorman follows.
- Before entering the train call the child's attention to the similarity between the lead and end car. Ask him why he thinks they are alike.
- The child will enjoy learning the new terminology of the subway like token, turnstile, express, local, upper level, lower level, platform.

AT HOME ACTIVITY

Distribute Riding a Subway (pp. 50, 51).

RIDING A SUBWAY

Here are some activities you might want to try after you have taken a subway ride.

1. Ask your child to listen to the different sounds of the subway and try to imitate them. Read this poem to him.

Subway Song

Clickety clack, clickety clack
Subway train
Roars down the track.

Clackety, click, clackety clack
Here it comes
Please, stand back.

Click, clack, clack-et-y click
There it goes.
Better look quick.

2. Make up your own poem about the people you see. For example,

Hear the policeman, what does he say?
"Danger, Danger keep away."
Hear the peddler, at his spot.
"Come and get them while they're hot."
Hear the conductor, what does he shout?
"Move back and let people out!"

3. Going to Visit

For children who enjoy word sounds, play "Going to Visit."

Start the game by saying,

- *I'm going on the subway to visit Aunt Sarah. Aunt Sarah only likes me to bring things that start like her name. Listen to hear if I bring along something that starts like Sarah.*

- *I'm going on the subway to visit Aunt Sarah and I'm bringing a sandwich. Will she like the sandwich? Yes. Let me try again.*

- *I'm going on the subway to visit Aunt Sarah and I'm bringing a salamander. Will she like that?*

- *I'm going on the subway to visit Aunt Sarah and I'm bringing a cake? Will she like that? No.*

You may change to any name you wish. After some practice, the child will want to try the game.

Encourage him to repeat the whole sentence each time - *I'm going on the subway to visit* _____ _____ *and I'm bringing a* _____.

4. Help the child to make a picture story about his subway trip. Encourage him to think about what you did first, what you did next, where the train stopped first, what you saw on the train, what you did after you got off. Have the child use the story to tell others about the trip.

5. Encourage the child to act out the jobs of one of the people he saw at the subway.

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XIX. A TRIP TO THE ZOO

DIRECTED ACTIVITY

PURPOSE: To develop an understanding of the variety of ways a trip to the zoo might further readiness for school and to assist the students in helping their children learn through play-acting.

- Through discussion, develop a list of ways a child can learn by going to the zoo. The list might include the following points:
  - By observing workers at the zoo, the child will understand the variety of tasks required to operate a zoo.
  - By having the animals identified and the signs found on each cage read, the child will begin to learn the names of new animals and countries.
  - By watching and listening to the animals he will begin to recognize the sounds and actions which are unique to each type of animal.
  - By telling others about what he saw at the zoo the child will learn to communicate.
  - By making a picture story of what he saw at the zoo the child will express himself artistically.
- The child will probably begin imitating the animals without encouragement. However, he will enjoy it more and gain more from it if the parent joins him in play-acting.
- A simple game like Who Am I? can be played long after the zoo trip is over. The parent or the child acts out the actions of a certain animal. The other player must identify the animal. The players might imitate the animal's sound instead of its actions.

AT HOME ACTIVITY

Distribute copies of Poems for Play-Acting (p. 53). Discuss how they could be acted out or used for finger playing. Note: Finger playing allows the children to act out a poem using only the fingers for the actors.

POEMS FOR PLAY-ACTING

The Elephant

The elephant walks careful and slow;
Swinging his trunk to and fro
But when there are children with peanuts around
He swings it up and swings it down.

The Lion

The lion prances up and down
Showing off his pretty paws
But if you chance to see him frown
Watch out for his clever claws.

Four Little Monkeys

Four little monkeys sitting in a tree.
One fell off and then there were three.
Three little monkeys looking at you.
One swung down and then there were two.
Two little monkeys looking for fun.
The second climbed up and then there was one.
One little monkey started to run.
He ran away and now there is none.

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XX. A VISIT TO SCHOOL

DIRECTED ACTIVITY

PURPOSE: To develop an awareness of how a school visit can be made a valuable learning experience for the preschool child.

- Invite an elementary principal, school nurse teacher or kindergarten teacher to speak to the class regarding their observations of childrens' first days at school.

- Suggest to the students that they take their preschool children to visit the local school before they are enrolled.

- There are usually a number of opportunities during the year for the public to tour the schools. Schools often sponsor "open house" when the community is invited to visit the school. Parent Teachers conferences also give the parent the opportunity to take their preschooler to school.

- Suggest that the parent show his child the library, gym, cafeteria, and classrooms—particularly the kindergarten rooms. When school is not in session, the child might be allowed to investigate the room and touch the equipment. Encourage the parent to introduce his child to the staff and the principal when possible. The parent should encourage the child to ask questions of the staff or principal; they are usually very willing to help the child become comfortable. If a child will be transported to school on a school bus, he should also be introduced to the driver of his route.

- This discussion could serve as an introduction to the next strand: Learning Experiences at Home: Reinforcement for the Early School Curriculum.

AT HOME ACTIVITY

Distribute Looking Forward to School (p. 55).

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LOOKING FORWARD TO SCHOOL

When the child returns home from his first visit to school he will probably have many experiences he will want to talk about.

Make a booklet of clean drawing paper for him to picture what he remembers. As the child tells you about what he drew, write down a short sentence under each picture using the child's own words as much as possible. Use manuscript printing and form the letters carefully.

Later you and your child can read the story of his school visit together.

Encourage the child to use the picture booklet to tell others about what he saw at school.

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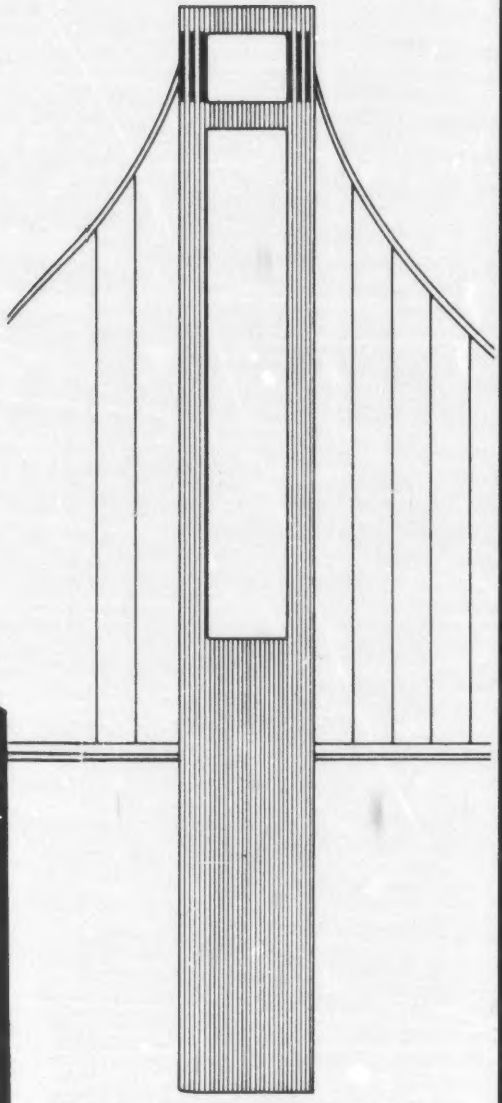
PUBLICATIONS AND TEACHING AIDS



Bureau of Continuing Education Curriculum Development

ADULT BASIC EDUCATION MATERIALS

BASIC SKILLS SERIES

Inventory of Readiness for Literacy, Phase 1: Visual Discrimination and Select Cognitive Abilities
Inventory of Readiness for Literacy, Phase 2: Auditory Discrimination
Take It From Me (Adult Basic Reading Kit)
Teaching Adult Basic Reading
Teaching Adult Basic Computation
Teaching Adult Basic Computation, Intermediate

SOCIAL LIVING SKILLS SERIES - GENERAL

Teacher's Manual for Teaching Social Living Skills

SOCIAL LIVING SKILLS SERIES - CONSUMER EDUCATION

Consumer Education Lesson Plans
Consumer Education Lesson Plans [Spanish Edition]
Student Worksheets for Consumer Education Lesson Plans
Student Factsheets and Worksheets for Consumer Education Lesson Plans
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Getting Credit [Spanish Edition] (Tape)
Shopping for Money (Flipchart with Teacher's Manual)
Getting Credit and *Banking Services* (Record)

SOCIAL LIVING SKILLS SERIES - HEALTH AND NUTRITION

Health and Nutrition Lesson Plans
Health and Nutrition Lesson Plans [Spanish Edition]
Student Worksheets for Health and Nutrition Lesson Plans
Student Factsheets and Worksheets for Health and Nutrition
Shots for Your Health (Filmstrip with Teacher's Manual)
Shots for Your Health [Spanish Edition] (Tape)
The Fight Against VD (Filmstrip with Teacher's Manual)
The Fight Against VD [Spanish Edition] (Tape)
Keep Well with Vaccine (Flipchart with Teacher's Manual)
Shots for Your Health and *The Fight Against VD* (Record)

SOCIAL LIVING SKILLS SERIES - PRACTICAL GOVERNMENT

Practical Government Lesson Plans
Practical Government Lesson Plans [Spanish Edition]
Student Worksheets for Practical Government Lesson Plans
Student Factsheets and Worksheets for Practical Government Lesson Plans
The Silent Voice (Filmstrip with Teacher's Manual)
The Silent Voice [Spanish Edition] (Tape)
To Protect and Serve (Filmstrip with Teacher's Manual)
You and Your Community and *Silent Voice* (Record)
Using the Voting Machine (Flipchart with Teacher's Manual)

SOCIAL LIVING SKILLS SERIES - PARENT EDUCATION AND FAMILY LIFE

Child Development: The First Five Years Lesson Plans
Child Development: The First Five Years (Brochure)
Student Factsheets and Worksheets for Child Development: The First Five Years
Rachel's Child (Filmstrip with Teacher's Manual)
Child Development: 6-12 Years Lesson Plans
Child Development: 6-12 Years (Brochure)
Student Factsheets and Worksheets for Child Development: 6-12 Years

When Raymond Was Six (Filmstrip with Teacher's Manual)
Mrs. Butler Goes to School (Flipchart with Teacher's Manual)
Child Development: The Teenager Lesson Plans
Student Factsheets and Worksheets for Child Development: The Teenager
Child Development: The Teenager (Brochure)
The Teenager (Filmstrip with Teacher's Manual)

SOCIAL LIVING SKILLS SERIES - THE ENVIRONMENT AND SOCIETY
A Better Way To Live (Filmstrip with Teacher's Manual)

OTHER ADULT BASIC EDUCATION MATERIALS
Identifying Opportunities for Employment

ADULT GENERAL EDUCATION MATERIALS

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Teaching Adult Reading for Pharmacists and Dentists - Part I (Teacher's Manual)
Professional Materials, Adult Reading for Pharmacists and Dentists - Part II (Student Materials)
High School Equivalency: Part I - Theory and Design of the Program
High School Equivalency: English Language
High School Equivalency: Social Studies
High School Equivalency: Mathematics
High School Equivalency: Science
Developing High School Equivalency Reading Skills
Extending High School Equivalency Reading Skills - Part 1 - Literature
Extending High School Equivalency Reading Skills - Part 2 - Science, Social Studies, and Mathematics
Design for Heart Disease Prevention Programs
Continuing Education Seminars

ADULT SPECIAL EDUCATION MATERIALS

Our Language and Culture (A series of 25 Filmstrips for Americanization Classes covering the following topics: School, Health, Home, Employment, Citizenship, Neighborhood.)
Filmstrip Manual for Use with "Our Language and Culture Filmstrip"
Basic Lessons in Beginning English for Americanization Teachers
Bibliography for Teachers of Americanization
Resource Handbook for Teaching and Administering Americanization Programs
Educational Program Ideas, Recreation for the Elderly
Back-to-Work Workshop for Women
Planning for Your Retirement: A Design for Active Living
Driving Competencies for the Elderly
Multimedia for Americanization Programs (Instructor's Resource Handbook)

OUT-OF-SCHOOL YOUTH EDUCATIONAL MATERIALS

Techniques for Teaching Basic Reading to Out-of-School Youth
Planning Models for Group Counseling
Learning Laboratories for Unemployed, Out-of-School Youth (Curriculum Handbook)
Learning Laboratories for Unemployed, Out-of-School Youth (Student Materials)
- *Computation Skills*
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The Odds on Tomorrow (Filmstrip)

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Automotive Industries Occupations (Series)
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Electrical Services
Tuneup Services
Fuel System Services
Suspension and Alinement Services
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Auto Damage Correction Occupations

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Garment Alterations
Management Services
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Tips for Teaching Textiles and Clothing
Paraprofessional Workers in Educational Settings
Inservice Training Guide - Recruitment
Inservice Training Guide - Selecting Teaching Techniques
Packages for Foods (Learning Kit)
Labels for Foods (Learning Kit)
Home Laundering (Instructor's Guide)
Home Laundering - Helpful Hints (Student Materials)
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Removing Common Stains from Fabrics (Photo Flipchart)
Removing Common Stains from Fabrics (Student Materials)

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